

# 2020 Annual Report to The School Community



**School Name: Hamilton Parklands School (5283)**



- All teachers at the school meet the registration requirements of the Victorian Institute of Teaching ([www.vit.vic.edu.au](http://www.vit.vic.edu.au)).
- The school meets prescribed minimum standards for registration as regulated by the Victorian Registration and Qualifications Authority (VRQA) in accordance with the *Education and Training Reform (ETR) Act 2006*. This includes schools granted an exemption by the VRQA until 31 December 2020 from the minimum standards for student enrolment numbers and/or curriculum framework for school language program.
- The school is compliant with the Child Safe Standards prescribed in *Ministerial Order No. 870 – Child Safe Standards, Managing Risk of Child Abuse in School*.

Attested on 27 April 2021 at 12:44 PM by Sonya Holden (Principal)

The 2020 Annual Report to the school community:

- has been tabled and endorsed at a meeting of the school council
- will be publicly shared with the school community.

Attested on 19 May 2021 at 03:20 PM by Mark Purcell (School Council President)

# How to read the Annual Report

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## What has changed for the 2020 Annual Report?

### Improved appearance

The appearance of the Performance Summary has been updated to more clearly represent information and to assist interpretation and comparison of individual school's data with state averages.

### School performance data

The Victorian community's experience of COVID-19, including remote and flexible learning, had a significant impact on normal school operations. This impacted the conduct of assessments and surveys. Readers should be aware of this when interpreting the Performance Summary.

For example, in 2020 school-based surveys ran under changed circumstances. Absence data may have been influenced by local processes and procedures adopted in response to remote and flexible learning.

Schools should keep this in mind when using this data for planning and evaluation purposes.

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## What does the 'About Our School' section refer to?

The About Our School section provides a brief background on the school, an outline of the school's performance over the year and future directions.

The 'School Context' describes the school's vision, values and purpose. Details include the school's geographic location, size and structure, social characteristics, enrolment characteristics and special programs.

The 'Framework for Improving Student Outcomes (FISO)' section includes the improvement initiatives the school has selected and the progress they have made towards achieving them.

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## What does the 'Performance Summary' section of this report refer to?

The Performance Summary includes the following:

### School Profile

- student enrolment information
- the school's 'Student Family Occupation and Education' category
- a summary of parent responses in the Parent Opinion Survey, shown against the statewide average for Specialist schools
- school staff responses in the area of School Climate in the School Staff Survey, shown against the statewide average for Specialist schools

### Achievement

- English and Mathematics for Teacher Judgements against the curriculum

### Engagement

Student attendance and engagement at school, including:

- how many exiting students go on to further studies or full-time work

Results are displayed for the latest year and the average of the last four years (where available).

## How to read the Annual Report (continued)

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### What does 'NDP' or 'NDA' mean?

'NDP' refers to no data being published for privacy reasons or where there are insufficient underlying data. For example, very low numbers of participants or characteristics that may lead to identification will result in an 'NDP' label. For the 2020 Student Attitudes to School survey, specifically, the similar school group averages are replaced by 'NDP' where less than 50% of schools in a given similar school group did not participate in the 2020 survey.

'NDA' refers to no data being available. Some schools have no data for particular measures due to low enrolments. There may be no students enrolled in some year levels, so school comparisons are not possible.

Note that new schools only have the latest year of data and no comparative data from previous years. The Department also recognises unique circumstances in Specialist, Select Entry, English Language, Community Schools and schools that changed school type recently, where school-to-school comparisons are not appropriate.

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### What is the 'Towards Foundation Level Victorian Curriculum'?

The Victorian Curriculum is assessed through teacher judgements of student achievement based on classroom learning.

The 'Towards Foundation Level Victorian Curriculum' is integrated directly into the curriculum and is referred to as 'Levels A to D'.

'Levels A to D' may be used for students with a disability or students who may have additional learning needs

'Levels A to D' are not associated with any set age or year level that links chronological age to cognitive progress (i.e. there is no age expected standard of achievement for 'Levels A to D').

## About Our School

### School context

Hamilton Parklands School's vision is to prepare young people to become active, engaged and responsible citizens of the local and global community with the skills and tools available to them to navigate a positive future. We endeavour to provide learning experiences that allow our students to reach their full potential in all learning areas through experiences that inspire and promote aspiration. At Hamilton Parklands School our aim is to promote a positive culture, which is safe, inclusive and a stimulating learning environment for all. Our school uses the values trust, respect, integrity and persistence to shape the way we work, teach and communicate; in a collaborative and supportive way. They guide our interactions with the immediate school community and extended community; parents and local organisations and agencies. We hold high expectations for staff, students and community members to provide a quality and inclusive education for all our students.

Hamilton Parklands School is working hard to develop strong relationships with students, parents and other stakeholders involved with individual children. This will help drive and strengthen student learning outcomes and provide students with a greater voice in their educational future.

We are working to improve student academic achievement to ensure each child graduates with the necessary skills and knowledge to be active, engaged and responsible members of their community. We will support them to build capacity to make informed decisions and choices around personal safety, health and wellbeing. Our primary focus will be literacy and numeracy improvement and engagement with increasing focus on other curriculum areas. We will use 21st century tools and devices to strengthen and build independent student communication. These tools will build opportunities for enhanced student communication, development of interests and engagement with others in family and community.

Building community connections and improving communication will strengthen relationships with all stakeholders involved, while also being able to support students to develop voice, confidence and desire to learn.

Our current workforce consists of a full time principal, three full time classroom teachers, two part time classroom teachers, a part time art teacher (0.2FTE), a part time music teacher (0.2FTE), eight part time classroom education support staff, six part time bus education support staff, and one full time business manager. We have a part time chaplain engaged under the National Chaplaincy Program. No staff members have identified as Aboriginal or Torres Strait Islanders. These staff cater to the learning needs of 33 students with various levels of intellectual disability and aged between 5 and 18 years in four classes. We are located on the outskirts of Hamilton township in south western Victoria with an extensive designated transport catchment extending to the South Australian border.

Hamilton Parklands School supports students from varied backgrounds and our 2020 Student Family Occupation and Education index was 0.6147 with little variation historically. We have one child from a ESL background

### Framework for Improving Student Outcomes (FISO)

Hamilton Parklands School delivered on our key improvement strategy to develop a 2021 strategic plan through robust discussion and consultation in all areas of our school review. Consultation was offered to all areas of the school community and was taken up by a small group of staff, parents and carers. Hamilton Parklands School managed remote and flexible learning during term two and return to onsite learning for the remainder of the year. Our goal to build school culture has been significantly impacted by remote and flexible learning as engaging with families and maintaining social distance impeded our positive interactions.

Development of the literacy plan was also impeded by the remote and flexible learning as staff endeavoured to maintain a continua of learning for students. A more concise curriculum for Literacy was developed and our goal bank adjusted accordingly, but there needs to be further work on the development of a literacy plan.

### Achievement

Hamilton Parklands School student cohort all have individual learning plans and progress is mapped against the goals. All students demonstrated some growth in literacy and numeracy, and some students demonstrated growth in personal and social capabilities. The effects of remote learning become obvious upon return to onsite learning as many needed to reengage with peers and practise social skills. During our school review students all engaged enthusiastically with the review panel and the feedback was generally positive. The school review highlighted a number of areas of assessment and data collection that need reviewing and this will be of primary focus in the coming year.

**Engagement**

Average student absences for 2020 was 26.2 absences per student, a decrease on the 2019 figures with almost 40% of students having in excess of 20 days absent for the year. Engagement strategies included SMS messages to parents on a daily basis informing parents of absences. Making contact with parents if students have extended absences has enabled positive relationships with families. Parents are provided with an attendance report with their school reports indicating how many days their child has been absent from school. Information is put into the newsletter at least once per term to reiterate the importance of school attendance and the affect on student learning. A number of our students have significant days absent with illness and various surgeries that are often part of their disabilities and are unavoidable. Unexplained absences continues to be a primary reason for student absence. In 2020 26 students participated in the Attitudes to School survey. The data continues to show students are feeling safe at Hamilton Parklands School and enjoy coming to school. Students are feeling connected with classroom staff and are feeling confident. We were unable to continue with assemblies and house groups in 2020.

**Wellbeing**

Hamilton Parklands School faced many health and wellbeing challenges in 2020 as the school community managed the effects of flexible and onsite learning. We continue to promote and inclusive environment and building staff capacity to manage challenging behaviours. We were able to gain the services of a chaplain in term three through Catholic Care. This has helped support staff and families during the challenging pandemic; the support of the chaplain has helped maintain a connection between school and families to better support the students health and wellbeing. While Protective behaviours was not explicitly taught in house groups in 2020, students needed to learn social distancing and proper pandemic etiquette thus furthering their understanding of maintaining a higher level of personal safety.

**Financial performance and position**

Hamilton Parklands School finished 2020 with an operating deficit of \$35,259 due to the employment of staff to cover our student transport program. The wages are taken from the credit component of the Student Resource Package and reimbursed to the school on a monthly basis through the cash component. Equity funding in 2020 was tagged to the annual implementation plan and as a result expenditure was limited with the COVID restrictions and inability to access the professional learning targeted. School Council have completed a project this year; the building of a covered outdoor learning area which included a covered area and artificial turf. This was a significant project that is now being used for assemblies, lunch and morning tea breaks, assemblies and our graduation ceremony.

**For more detailed information regarding our school please visit our website at <http://www.hamiltonparklands.vic.edu.au>**

# Performance Summary

The Performance Summary for government schools provides an overview of how this school is contributing to the objectives of the Education State and how it compares to other Victorian Government schools.

All schools work in partnership with their school community to improve outcomes for children and young people. Sharing this information with parents and the wider school community helps to support community engagement in student learning, a key priority of the Framework for Improving Student Outcomes.

Refer to the 'How to read the Annual Report' section for help on how to interpret this report.

## SCHOOL PROFILE

### Enrolment Profile

A total of 34 students were enrolled at this school in 2020, 10 female and 24 male.

NDP percent of students had English as an additional language and 23 percent were Aboriginal or Torres Strait Islander.

### Overall Socio-Economic Profile

The overall school's socio-economic profile is based on the school's Student Family Occupation and Education index (SFOE) which takes into account parents' occupations and education.

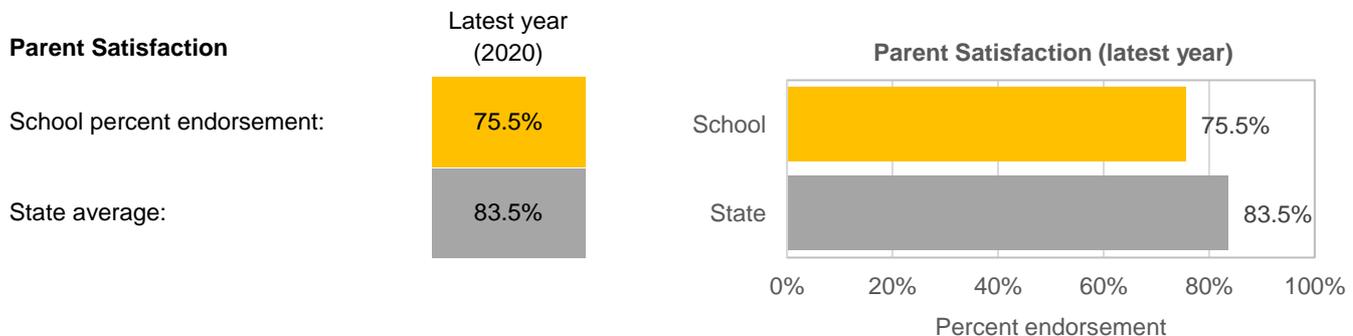
Possible socio-economic band values are: Low, Low-Medium, Medium and High.

This school's socio-economic band value is: High

### Parent Satisfaction Summary

The percent endorsement by parents on their school satisfaction level, as reported in the annual Parent Opinion Survey.

Percent endorsement indicates the percent of positive responses (agree or strongly agree) from parents who responded to the survey.

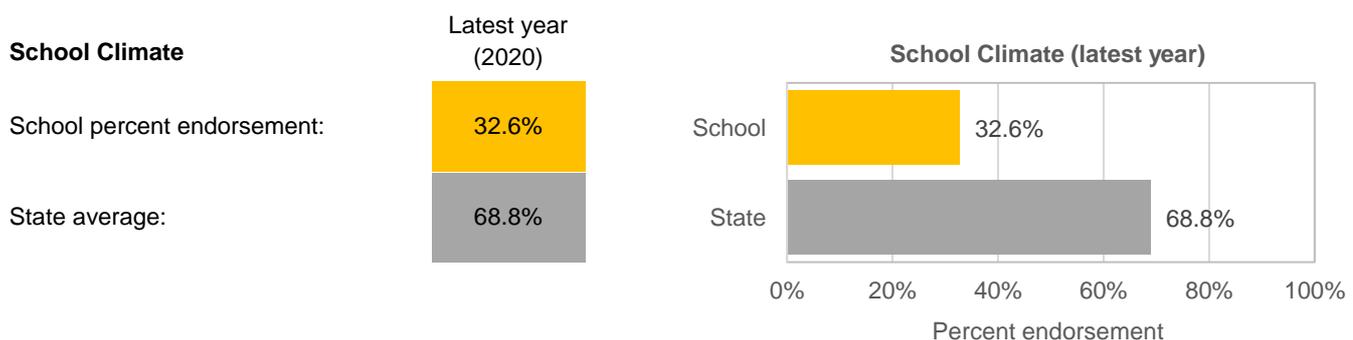


### School Staff Survey

The percent endorsement by staff on School Climate, as reported in the annual School Staff Survey.

Percent endorsement indicates the percent of positive responses (agree or strongly agree) from staff who responded to the survey.

Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.



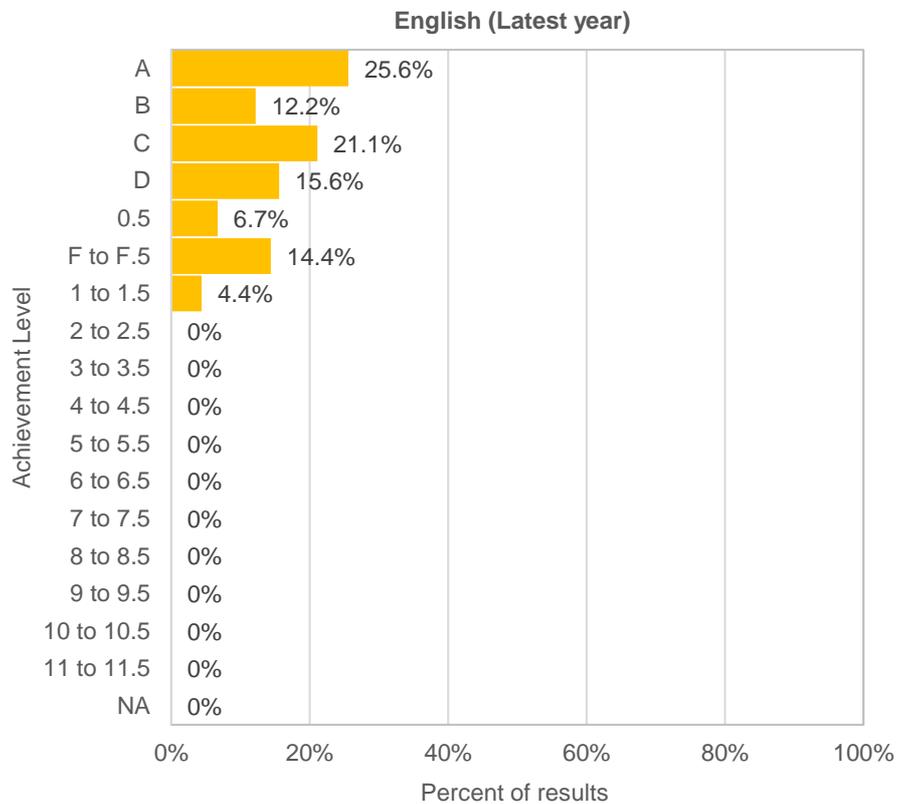
## ACHIEVEMENT

### Teacher Judgement of student achievement

Percent of results at each achievement level in English and Mathematics.

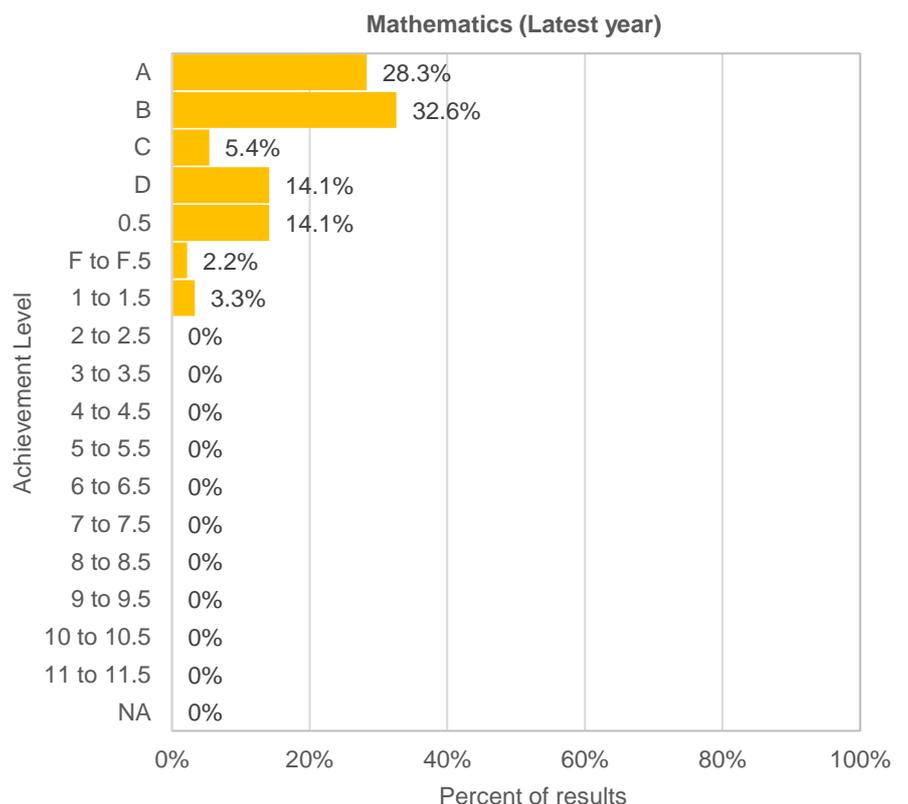
#### English

Achievement Level	Latest year (2020)
A	25.6%
B	12.2%
C	21.1%
D	15.6%
0.5	6.7%
F to F.5	14.4%
1 to 1.5	4.4%
2 to 2.5	NDA
3 to 3.5	NDA
4 to 4.5	NDA
5 to 5.5	NDA
6 to 6.5	NDA
7 to 7.5	NDA
8 to 8.5	NDA
9 to 9.5	NDA
10 to 10.5	NDA
11 to 11.5	NDA
NA	NDA



#### Mathematics

Achievement Level	Latest year (2020)
A	28.3%
B	32.6%
C	5.4%
D	14.1%
0.5	14.1%
F to F.5	2.2%
1 to 1.5	3.3%
2 to 2.5	NDA
3 to 3.5	NDA
4 to 4.5	NDA
5 to 5.5	NDA
6 to 6.5	NDA
7 to 7.5	NDA
8 to 8.5	NDA
9 to 9.5	NDA
10 to 10.5	NDA
11 to 11.5	NDA
NA	NDA



## ENGAGEMENT

### Average Number of Student Absence Days

Absence from school can impact on students' learning. Common reasons for non-attendance include illness and extended family holidays. Absence data in 2020 may have been influenced by local processes and procedures adopted in response to remote and flexible learning.

Student Absence	2017	2018	2019	2020	4-year average
School average number of absence days:	24.9	30.5	30.1	26.2	28.0

### Students exiting to further studies or full-time employment

Percentage of students going on to further studies or full-time employment.

Note: This measure refers to data from the previous calendar year. Data excludes destinations recorded as 'Unknown'.

Student Exits	2017	2018	2019	2020	4-year average
School percent of students with positive destinations:	NDP	100.0%	NDP	100.0%	100.0%

# Financial Performance and Position

## FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2020

Revenue	Actual
Student Resource Package	\$1,298,202
Government Provided DET Grants	\$443,885
Government Grants Commonwealth	NDA
Government Grants State	NDA
Revenue Other	NDA
Locally Raised Funds	\$21,031
Capital Grants	NDA
<b>Total Operating Revenue</b>	<b>\$1,762,981</b>

Equity <sup>1</sup>	Actual
Equity (Social Disadvantage)	\$55,234
Equity (Catch Up)	NDA
Transition Funding	NDA
Equity (Social Disadvantage – Extraordinary Growth)	NDA
<b>Equity Total</b>	<b>\$55,234</b>

Expenditure	Actual
Student Resource Package <sup>2</sup>	\$1,343,317
Adjustments	NDA
Books & Publications	NDA
Camps/Excursions/Activities	\$1,766
Communication Costs	\$2,810
Consumables	\$22,704
Miscellaneous Expense <sup>3</sup>	\$13,011
Professional Development	\$6,768
Equipment/Maintenance/Hire	\$12,921
Property Services	\$82,633
Salaries & Allowances <sup>4</sup>	\$37,510
Support Services	\$13,175
Trading & Fundraising	\$5,150
Motor Vehicle Expenses	\$48,203
Travel & Subsistence	NDA
Utilities	\$15,029
<b>Total Operating Expenditure</b>	<b>\$1,604,997</b>
<b>Net Operating Surplus/-Deficit</b>	<b>\$157,984</b>
<b>Asset Acquisitions</b>	<b>\$110,845</b>

- (1) The equity funding reported above is a subset of the overall revenue reported by the school.
- (2) Student Resource Package Expenditure figures are as of 02 Mar 2021 and are subject to change during the reconciliation process.
- (3) Miscellaneous Expenses include bank charges, administration expenses, insurance and taxation charges.
- (4) Salaries and Allowances refers to school-level payroll.

## FINANCIAL POSITION AS AT 31 DECEMBER 2020

<b>Funds available</b>	<b>Actual</b>
High Yield Investment Account	\$907,311
Official Account	\$9,883
Other Accounts	NDA
<b>Total Funds Available</b>	<b>\$917,195</b>

<b>Financial Commitments</b>	<b>Actual</b>
Operating Reserve	\$37,787
Other Recurrent Expenditure	\$1,583
Provision Accounts	NDA
Funds Received in Advance	\$90,890
School Based Programs	\$137,830
Beneficiary/Memorial Accounts	NDA
Cooperative Bank Account	NDA
Funds for Committees/Shared Arrangements	\$1,284
Repayable to the Department	\$184,799
Asset/Equipment Replacement < 12 months	\$118,000
Capital - Buildings/Grounds < 12 months	\$3,550
Maintenance - Buildings/Grounds < 12 months	\$98,223
Asset/Equipment Replacement > 12 months	NDA
Capital - Buildings/Grounds > 12 months	NDA
Maintenance - Buildings/Grounds > 12 months	NDA
<b>Total Financial Commitments</b>	<b>\$673,946</b>

*All funds received from the Department, or raised by the school, have been expended, or committed to subsequent years, to support the achievement of educational outcomes and other operational needs of the school, consistent with Department policies, School Council approvals and the intent/purposes for which funding was provided or raised.*